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ABSTRACT

In contrast to middle colleges throughout the country which, by initiating early admissions programs, make it possible for high achieving students who have not completed high school to enter college, the Middle College at LaGuardia Community College (New York) includes students who are not academically superior and offers comprehensive remedial programs. This report focuses on the preliminary phase of the program, the recruitment process. Through structured, open-ended interviews, information was gathered from three groups of program participants: the planning staff, junior high school guidance counselors, and students. Interview data were supplemented by systematic observation of the recruiting and planning processes. It was found that most guidance counselors received their information about the program from a personal representative of the program, usually the director or a staff member. Students learned about the program primarily from their guidance counselors. Counselors and planners alike viewed the program as a means to "redeem" marginal students, and motivate them to remain in formal education. Initial perceptions of the benefits of the program included: (1) better articulation between high school and college; (2) an atmosphere conducive to learning; (3) small classes/remediation; (4) positive peer influences; (5) vocational education. (NHM)

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Middle College *

La Guardia Community College

Research Report No. 1

The Recruitment Process: The Program and its Participants

August, 1974

JC 750 506

Officially designated Middle College High School by the Board of Higher Education, City of New York

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In collaboration with Office of Institutional Research

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"The sources [illegible]ducational science are any proportions of ascertained knowledge that enter into the heart, head and hands of educators, and which, by entering in, render the performance of the educational function more enlightened, more humane, more truly educational than it was before. But there is no way to discover what is more truly educational except by the continuation of the educational act itself. The discovery is never made; it is always making."*

*John Dewey, The Source of a Science of Education. New York: Horance Liveright, 1929, pp. 76-77 as stated in Lawrence Cremin, Notes on Education, p. 4

I. Introduction and Historical Background

A. The Middle College Model

In the late 1960's, a study entitled the Four-School Study Report* recognized that the existing transition between high school and college was poorly articulated and, in some cases, disruptive and wasteful. The report called for establishing grades 13 and 14 in the independent schools represented by the study. The report's recommendations had in mind primarily an educationally elite student population. The program proposed therein called for the humanistic exploration of liberal arts rather than academic specialization, the trend at the time.

One educational innovation founded along the lines outlined in the Four-School Study Report was Simon's Rock Middle College, in Great Barrington, Massachusetts.** It was established expressly for the purpose of facilitating the transition of

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* The Four-School Study Committee, 16-20: The Liberal Education of an Age Group, College Entrance Examination Board, N.Y. 1970.

** See "Testing the Middle College Concept", College Management, January, 1969, p. 35-39.

privileged young people from adolesence to adulthood. Simon's Rock Middle College combines the last two years of high school with the first two years of college and leads to an Associate of Arts degree. It is privately funded, charges a substantial tuition, and is academically selective. The aims of Simon's Rock include: (1) encouraging intellectual inquiry in the humanistic tradition while discouraging specialization and career preparation; and (2) facilitating the transition into college and adulthood while avoiding the disruptive discontinuities usually encountered at age 18. The methods Simon's Rock uses to achieve these aims include the residential integration of age groups, small classes, interdisciplinary offerings and flexible scheduling.

The U. S. International University of California has instituted another middle college similar to Simon's Rock. It aims to help young men and women to mature intellectually, emotionally and socially. To achieve these goals, the University of California relies on a flexible liberal arts curriculum tailored around the needs and goals of individual students, an interdisciplinary approach centered around themes, and independent study.

Other colleges, notably C. W. Post and the University of Chicago, have followed the recommendations of the Four-School Study by instituting early admissions programs, making it possible for high-achieving students who have not completed the

12th grade to enter college. The Union of Experimenting Colleges, long noted for its innovative approach to higher education, is also exploring this possibility. Another, older pattern of co-operation between high schools and colleges similar to the above models has existed for some time in normal schools, as teachers' colleges were formerly known. These have often sponsored high schools located on campus. The explicit purpose of these schools (of which Hunter College High School is a celebrated example), has been to train teachers. Little attempt was made in these programs to articulate the transition from high school to college and high school students were kept structurally separate from the college.

B. The LaGuardia Middle College: Goals and Objectives

The Middle College at LaGuardia Community College, while drawing on the cumulative experience of similar institutions, differs from other such colleges in several important ways. First, it is the only middle college located in an urban setting, addressing itself specifically to the problems of open admissions students not academically superior. Second, it is the only such school to offer a free education, thus providing this opportunity to those who cannot afford to attend more expensive, private innovative programs. Third, it is attached to an ongoing college program, and hence hopes to provide positive peer role

models and a structured transition from high school to college. Fourth, it is the only such college to integrate career preparation with academic education. Fifth, and perhaps most notably, it is the only such institution known which specifically includes the low skilled with the purpose of offering a comprehensive remedial program for these students.

The Middle College at LaGuardia Community College will attempt to meet several specific as well as more general concerns. One specific concern is remedial help for open admissions students of the City University of New York. The open admissions program of CUNY has opened the door of higher education to groups previously exclused from it, many of whom lack basic skills.* By offering an extensive remedial program, the Middle College hopes to reduce the magnitude of the remedial problem faced by CUNY and to save tax dollars. The lessons learned from the Middle College experience will hopefully be disseminated and applied elsewhere in the educational community.

In a more general sense, the Middle College aims at serving other needs, perhaps less immediate, but no less important. These are the adolescent's needs for a smoother maturation process, and society's needs for a more effective integration of

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* See David Lavin and Barbara Jacobson, Open Admissions at CUNY: A Description of Academic Outcomes After Three Semesters, CUNY, Office of Program and Policy Research, 1973.

young adults into the wider community. The segregation and isolation of adolescents and the lack of opportunities for continuous interaction with adults (other than parents) makes the transition from adolescence into adulthood often abrupt and sometimes disruptive. Young persons often have little systematic exposure, other than through family, to the various aspects of adult life, including the world of work and the responsibility of decision making.*

With incomplete and sometimes incorrect knowledge of various occupations and of their specific training requirements, young people appear inadequately equipped to make satisfying career choices. For the individual this may result in a failure to develop one's full potential or in underachievement, especially if one's choices are inappropriate. For our society, it may result in the waste of valuable human resources, and possibly in a high level of discontent among citizens.

The Middle College program will attempt to address itself to these problems. It plans to help young people cope with the

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* For the general theory of status transition, see Barney G. Glaser and Anselm L. Strauss, Status Passage, Chicago, Aldine-Atherton, Inc., 1971 and James Coleman, et al, Youth (Chicago: University of Chicago Press 1974). For the manpower aspect, see David Rogers, "Vocational and Career Education," Teachers College Record, May, 1973; Roman C. Pucinski & Sharlene Pearlman, The Courage to Change, Englewood Cliffs,N.J.,Prentice-Hall, 1971, (particularly Marvin Feldman, "Opting for Career Education: Emergency of the Community College"); Ivar Berg, Education and Jobs: The Great Training Robbery, N.Y.,Praeger, 1970; and the publications of the Human Resources Project, Columbia University. For the social-psychological aspect, see S.N.Eisenstadt, From Generation to Generation: Age Groups and Social Structure, N.Y., The Free Press, 1958.

demands of college and society by upgrading their basic skills through an individualized, remedial curriculum. It also hopes to achieve a better articulation between high school and college, and between adolesence and adulthood, by encouraging high school students to interact extensively with older students and with teachers. And, it hopes to help young people gain experience in the decision making process, particularly with regard to career choices, by emphasizing the problem - solving process as a major curricular area.

C. Planning*

Planning activity for the Middle College was initiated in 1971 and continued through the 1973-4 academic year. The idea was developed by the Assistant Dean of Faculty at LaGuardia after consultation with the Vice Chancellor of the City University and LaGuardia's President. The primary task of the Middle College was to provide more effective remedial help to high school students deficient in basic skills. Originally, the Middle College was envisioned as an independent school under the aegis of the State University of New York, but when that did not materialize, it was redesigned as an alternative school under the New York City Board of Education.

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* This section is based on a report by Janet Lieberman, Mary Cohen, Karen Rizman, The Middle College, 1974 mimeograph.

In the first phase, the Middle College planners visited and studied many innovative as well as outstanding traditional programs. A survey of New York City employers willing to provide career internships for high school students was prepared, and a position paper on the philosophy and suggested program for cooperative education was drafted. Planners designed the curriculum for the Middle College to meet the requirements of New York City and New York State for a high school diploma. Planners also prepared a comprehensive plan, with consultation from the Board of Education and other outside experts. The comprehensive plan included an evaluation which incorporated measures of student achievement and a systematic analysis of the program's structure and dynamics. Planners then solicited reactions to the planning document from various segments of the educational community, and, wherever possible, revised the plan to include such recommendations.

D. Research

Recent observations have demonstrated that research may benefit when field work and survey methods are used in a

complementary manner.* Accordingly, the Middle College evaluation design utilizes both methods. The survey component includes the administration of achievement and attitudinal tests as well as demographic surveys. The field research, on the other hand, stresses the techniques of interviewing and participant observation.

The first series of interviews and observations has been completed and analyzed. It focuses on the preliminary phase of the program, the recruitment process. The field staff gathered information from the three groups of participants in the program - planning staff, junior high school guidance counselors and students - through the use of structured, open-ended interviews. Interview data were simultaneously supplemented by systematic observation of the recruiting and planning processes.

Future plans call for further interviews of program participants. In addition, the field workers will conduct

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* See Sam D. Sieber, "The Integration of Fieldwork and Survey Methods," American Journal of Sociology, 78, May, 1973, p. 1335-1360. Sieber argues that through the use of field work, critical factors may be identified and relationships among them suggested; the full complexity and sublety of the subject matter under study may be captured without loss or distortion due to quantification; survey questions may be focused and made more relevant to the subject under study; and research findings may be interpreted and illustrated through the researcher's intimate familiarity with the field. On the other hand, Sieber notes, survey methods may lend precision to the findings of field research by demonstrating the generality of observations (or the limits of such generality) and by verifying field interpretations.

participant observation on a continuous basis, in order to gain a comprehensive understanding of the dynamics of the program. The field staff will observe classroom interaction as well as participate in formal and informal activities.

The specific interests of the field staff are in gaining analytic understanding of at least four of the program's major components:

1) Remedial (basic skills) and non-remedial instruction, particularly participants' attitudes and behavior toward curriculum, methods, and materials.

2) Career education, including the program's efforts and the participant's attitudes and behavior.

3) The social interface between the Middle College and the college communities and its impact on both communities.

4) The impact of the program's structure and size on its participants and the college community at large.

From a theoretical viewpoint, one objective of field work is exploratory, i.e., to identify factors and relationships that may contribute to an understanding of the program but whose existence or nuances may have previously eluded investigators. Another objective is to test hypotheses suggested by the field work itself and by the literature of social science. The validity of the data and its interpretations will be continuously examined. This approach will hopefully lead to a "theory of practice," which emerges from the dynamics of the field itself rather than

from the researchers' a priori notions.*

From a practical point of view, the field work analysis, issued in intermittent reports, may contribute to the program by increasing the participants awareness of various factors at work. In addition, the field study may be informative to those other education programs in search of a model.

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* On the method and theory of participant observation, see Barney G. Glaser and Anselm L. Strauss, The Discovery of Grounded Theory: Strategies for Qualitative Research, Chicago, Aldine Publishing Co., 1967. For examples of the use of participant observation in educational settings see Howard S. Becker & Blanche Geer, "Participant Observation: The Analysis of Qualitative Field Data" in Richard N. Adams & Jack J. Preiss, eds., Human Organization Research, Homewood, Illinois, Dorsey Press, 1960; Jack D. Mezirow "Analysis and Interpretation of Adult Basic Education Experience in the Inner City: Toward a Theory of Practice in the Public Schools" Teachers College, Columbia University,1971 mimeographed, Roberta Ash, "An Educational Experiment in the Inner City: A Participant Observer's Report," in David Street, ed., Innovation in Mass Education, N.Y. John Wiley & Sons, 1969; Seymour B. Sarason, The Culture of the School and the Problem of Change, Boston, Allyn & Bacon, 1971; G. Alexander Moore,Jr Realities of the Urban Classroom, N.Y., Anchor Books, 1967.

II. The Recruitment Process: Research Methodology

During the recruitment process, 141 students were selected for the Middle College. This number includes 135 students who were selected by a random sampling of 160 students referred to the Middle College by 7 area junior high schools. An additional 6 students entered on a "direct admit" basis. These students are those students who either applied on their own initiative or were referred to Middle College by a community agency. In all of the above cases the criteria which determined a candidates eligibility were:

1. The student shall reside in either school district 24 or school district 30.

2. The student's willingness to attend Middle College shall be supported by parental consent.

3. The record of the student shall show evidence of under-achievements, defined as a level of achievement significantly below potential as evaluated by the staffs of the sending schools. Such evidence may include <u>one</u> or more of the following factors:

    a. poor attendance
    b. cutting
    c. high rate of scholastic failure
    d. talent or interest in only one area
    e. dissatisfaction with some aspect of the current or anticipated program.

4. Generally, all components of the student's reading and mathematics scores shall be at or above the sixth grade level. However, to provide a cross section of a tenth grade population, approximately 15% of the students selected will have reading and/or math scores between the fourth and sixth grade levels, provided they have been retained in the I.S. schools at least once.

5. While it is hoped that the student shall desire to enter LaGuardia Community College upon successful completion of the first three years of the Middle College program, students who will ultimately enter branches of CUNY other than LaGuardia Community College are acceptable.

6. The student and his parents shall support flexibility, individualization, and an alternative educational setting, as positive attributes of the program.

7. The student shall be interested in career exploration and supervised field experience education.

Researchers employed three test instruments and two field methods during the recruitment process. The tests included an Informal Reading Inventory (IRI), a Writing Sample and the California Achievement Test. Their purpose was to gain an appreciation of student achievement in reading, writing and computation skills. The field staff administered the Informal Reading Inventory and the Writing Sample to each student candidate individually at the student's junior high school.* The staff administered the California Achievement Test at LaGuardia Community College to those students who had been admitted.

The administration of the IRI and Writing Sample at the junior high school was part of a larger recruitment procedure employed by field staff members. Once the participating schools

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* We are indebted to the following members of the field staff for their efforts during the recruitment process; Evelyn Alper, Ruth Antosofsky, Lynn Byk, Esther Davison, Janet Lieberman, Mary McGrath, Rivka Perlman, Karen Rizman, Carol Poteat.

had identified potential candidates, they invited the research staff to visit the candidates and the guidance counselors at their respective schools in order to conduct interviews and observations. At this time, the field workers interviewed every applicant as well as the guidance counselor of each school visited.

The purpose of the preliminary interviewing and observation of Middle College research was to gain a descriptive understanding of the recruitment process itself. This analysis attempted to determine, among other things, how high school students and guidance counselors were informed of the program, what their initial perceptions of the program were, what the motives of applicants were, and what the role of the guidance counselors in student selection was. In addition, the staff hoped to gather information on student career aspirations and to acquire a comparative view, gleaned from guidance counselers, students and Middle College staff, of students' educational and social concerns.

Recruitment of faculty and staff began during the Fall quarter, 1973. The program developer, the program director and an initial planning staff of two began to recruit teachers in February, 1974 and students in April, 1974. Researchers interviewed the planning staff in March 1974 and conducted testing, interviewing and observation during April and May, 1974. The

data analysis, including tabulation and coding, took place during June and July, 1974.

III. Testing *

In accordance with the two methods mentioned above, research findings are of two types: those which are numerically oriented and those which lend themselves to a more qualitative analysis. The following test results are an example of the former.

A.	Informal Reading Inventory	No. Students	Percentage
	Grade Level 6 or above	51	32
	Grade Level 5	52	33
	Grade Level 4	32	20
	Below Level 4	3	2

B.	Comparison With Metropolitan Reading Sub-test		
	1. On or above grade level	16	10
	2. One year below grade level	14	9
	3. Two years below grade level	35	22
	4. Three years below grade level	22	13
	5. Four or more years below grade level	49	31
	6. Two or more years below grade level	106	66

* Since these tests were made, Mr. Kenneth Berger has assumed the responsibility for Middle College testing. Preliminary test results are listed here for the purpose of rounding out this report.

C.

Writing Sample Results	No. Students	Percentage
1. No apparent serious deficiences essay level	32	20
2. Coherent writing but in need of remediation - paragraph level	38	24
3. Remediation need - sentence level	57	35
4. Extensive remediation needed sentence level	24	15

D. The California Achievement Test Score results in reading and mathematics will be forth coming. The Metropolitan Mathematics scores are as follows:

E.

Metropolitan Mathematics Sub-test	No. Students	Percentage
1. On or above grade level	14	9
2. One year below grade level	10	6
3. Two years below grade level	19	11
4. Three years below grade level	27	17
5. Four or more years below grade level	56	35
6 Students who are two or more years below grade level	102	64

IV. Research Findings: Personal Interviews

The following paragraphs attempt to illuminate, in a descriptive manner, major characteristics or themes which emerged from the analysis of structured open-ended interviews.* The themes were coded from the individual oral responses and were ranked according to frequency of mention.** An attempt is made to convey the meaning of each category by citing typical responses. The responses were recorded verbatim and are cited without changes. While much of what follows is described in a qualitative manner, responses which are more appropriately understood numerically are rendered in tabular form.

A. Communication of the Middle College Program to the Junior High School Communities

1. Guidance Counselors

When asked what their initial source of information about the Middle College was, the counselor's most frequent voluntary response was that he/she had initially been informed of the

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* For a more detailed description of this method see Bernard Berelson, Content Analysis, Gencoe, Illinois, Free Press, 1952.

** When several themes were mentioned in a single response, each theme was counted as one mention even if one of those themes was mentioned more than once. Hence, the total number of themes mentioned in response to any single question exceeded the number of respondents. Minor themes (mentioned substantially less frequently than other themes) were left out of the analysis. For frequency distributions of themes, see Appendix A.

program by the Middle College Director or Assistant Director at a district school meeting. Typical responses were, "We were formally informed in a district meeting, where we met Dr. Peltz, Director," or, "We had a district meeting and learned about Middle College at that time."

2. Students

Students, according to their open-ended answers, had been informed of the program most frequently through their guidance counselors. The great majority of responses simply mentioned the counselor by name or stated "My guidance counselor." A notable number of responses indicated that first-hand knowledge came from a Middle College representative visiting the school. A typical response in this category was "When the lady, Mrs. Poteat, Assistant Director, came down to the auditorium, heard that it was good, work and study, stayed and sounded good, so I said why not try it. Sounded good." An interesting number of student replies indicated that the initial information came from peers or relatives, including parents. Students were recorded as saying: "My mother saw it in an article and brought it up in a PTA meeting. ..." "My girl friends told me that they signed up for the school," and .... "some guy in my neighborhood goes to LaGuardia and he was telling me about it." Content analysis indicates that other forms of communication, such as written material and

teachers' announcements, played a minor role in informing the students about the program.

In the remaining part of the analysis, we present first the guidance counselors' perceptions about various issues, then the students', and finally the planning staffs.

B. Guidance Counselors and their Perceptions

1. The Middle College Program

Guidance counselors were asked what they thought were the most interesting aspects of the Middle College program from the students' point of view. The counselors' comments may be divided into two broad categories: perceived goals of the program and perceived means towards achieving these goals.

In terms of goals, counselors predominately saw the Middle College predominantly as an effort to "redeem" those students whose records indicate that they would have dropped out of high school eventually. One counselor explained that the purpose of the Middle College, in her view, was "to salvage high-risk students; to meet the needs of students for whom the normal high school curriculum would probably result in dropping out, not finishing and not going on to college." Beyond initially "salvaging" marginal students from dropping out of high school, counselors' responses suggested that the program's curriculum and structure might be able to retain students through at least a part of college. The Middle College was thus characterized as possessing "potentially high-retentive capacity."

In terms of means, guidance counselors saw individualized instruction as Middle College's principal method of retaining students. "As I see it", one respondent noted, "they are attempting to get children who would not succeed in the normal track and give them an individualized program." Another suggested that the Middle College could help those who "have things to work out and who are seeking individual attention."

2. Perceptions of the Target Population Sought by the Middle College

Guidance counselors perceived the Middle College as focusing its efforts on a student population who had potential but who needed to be motivated in ways other than those offered in a traditional high school setting. A representative response cited the Middle College as a potentially profitable experience for "a child who needs the flexibility of a curriculum where he wouldn't be in a lock-step pattern, where elective courses are available in his area of interest." Another saw the program as appealing to "a child who has turned off structural education throughout his educational life ..."

Conversely, a patterned perception of the kind of students who would not profit from the Middle College experience emerged from the guidance counselors' responses. Those students "who are already motivated" or "who function in a normal, structured, classic school environment" would perhaps not benefit. In this

case, one counselor remarked, the student "wouldn't need it." Another pattern of remarks indicated that students whose low potential precluded a successful completion of any course of study were not an appropriate target population for the Middle College. Those students who "had not shown a potential for success" would, in the counselors' view, not succeed in the Middle College.

3. Perceptions of Student Attitudes toward the Middle College

When speculating on how students viewed the Middle College, counselors stressed three themes equally. One theme was that students would favorably view the intended flexible academic environment, which would have "less structure" and one where "courses of study would be determined by the children's needs and interests." A second theme was that students would enjoy "the exposure to careers." The third major theme was the opportunity younger students would have to be in a college atmosphere. "Well, I heard them talk. They like a place that's called a college," one respondent said.

4. Perceptions of Parental Response

According to the counselors, parents were almost unanimous in approving of the Middle College. Counselors said that most parents were aware of their children's difficulties

and expressed hopes that the Middle College would meet their needs. One counselor noted,

> "Parents of those youngsters who visited with us were extremely receptive. They recognized that for their particular child who is experiencing difficulty, it's an invaluable opportunity. They all hoped that their children would be successful and accepted."

5. Perceptions of School-Related Problems Affecting Teen-Age Students

Counselors perceived students to be concerned with two major interrelated problems, coping academically and socially. As one counselor described these concerns,

> "There is so much in an environment where you are constantly being tested-and you don't measure up-to develop frustration. In order to function as a sane human being you develop defense mechanisms, and usually they are negative ones."

Another noted:

> "The school community has such a low opinion of them, and their reputation is so sullied by peers, that they can't get out of this situation."

6. Perceptions of Societal Problems Affecting Teenage Students

According to the counselors, family matters outweighed any broader societal concerns that the teenagers might have. A notable aspect of this theme was the particular influence of

conservative family values. Counselors cited evidence of conservative family values in such instances as evening curfew hours, as well as more broadly, a student's career choice. Representative remarks were,

> "The problem of children complaining to parents that they are so strict - they can't go out in the evenings, can't come home later than 3:30 or 4:00. They're restricted so much."
>
> "In this particular community this is an extremely conservative lower-middle-class neighborhood with most of the parents blue-collar or civil-service workers. The conservatism is often reflected in aspirational levels that in many instances are below true potential, and there is in many cases a tone for personality development."

7. Perceptions of the Interface Between the Middle College and College and College Populations

Counselors' responses indicated both possible advantages and possible disadvantages stemming from the interaction of the College and the Middle College populations. Their remarks listed as the primary advantage of the interaction the exposure of younger students to positive role models, i.e. to students who had successfully completed high school and entered college. The effect would be to encourage the younger students to remain in school. Expressive of this theme was the quotation, "I think it will keep them in school longer because they won't feel too mature. It's like the ice cream at the end of the stick. The fact that they

can go on to LaGuardia afterwards will keep them there." Another counselor replied, "Very often when students are with a group of more successful students it has a good impact; they see results..."

Among the disadvantages mentioned were the concerns over students' choices of negative role models, and students' desire to have equal freedoms and privileges with college students. "... There's always the possibility that the models that they select may not be the best," one respondent said. Another volunteered, "They could try to emulate the behavior of older students in feeling they should have the same amount of freedom from their parents, even though they're younger: for example, hours, dating ..."

In this section we analyzed the perceptions of guidance counselors about the Middle College, its promises and problems. We turn now to a description of the student body and their perceptions.

C. Students And Their Perceptions

The following demographic data were gathered about the Middle College students by the field researchers (Tables 1-8):

1. FAMILY SIZE*

Number of Children in the Family	Number of Students	Percentage
1 or 2	34	24%
3	35	25%
4	26	19%
5	16	11%
6 or more	29	20%
	140	100%

It should be noted that 50% of student body are members of relatively large families - four or more children.

2. BIRTH ORDER*

Birth Order	Number of Students	Percentage
Oldest child or only child	33	24%
Middle child	64	46%
Youngest child	43	31%
	140	100%

Note the tendency of Middle College students not to be first-born in their families.

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* Figures were rounded to nearest percentage point. Consequently, percent figures may not add up to 100%

3. a. NATIVE TONGUE (Other than English)*

Language	Number of Students	Percentage
Spanish	17	12%
Greek	3	2%
Italian	2	1%
Other foreign	2	1%
	24	16%

b. FOREIGN LANGUAGES SPOKEN AT HOME

Language	Number of Students	Percentage
Spanish	25	18%
Italian	10	7%
Greek	3	2%
	41	29%

4. SCHOOL DISTRICT **

Category	Number of Students	Percentage
I. Area		
A. District 24		54%
J.H.S. 73	21	
J.H.S. 93	20	
J.H.S. 119	17	
J.H.S. 125	29	
	87	
B. District 30		42%
J.H.S. 10	11	
J.H.S. 141	21	
J.H.S. 204	36	
	68	

* Figures to the nearest percentage point.

**Research staff wishes to acknowledge its appreciation to the Middle College Administration for its aid in the computation of Tables 4-8. Tables 4-8 are based on 160 applicants.

Category	Number of Students	Percentage
C. Direct Admits	1	3%
Mater Christi -	1	
Linden J.H.S.	1	
Queens Vocational H.S.	2	
Halsey J.H.S.	5	
	160	100%

5. SEX	Number of Students	Percentage
A. Female	67	42%
B. Male	93	58%
	160	100%

6. RACE		
A. Non-White	55	34%
B. White	105	66%
	160	100%

7. STUDENTS RETAINED IN ONE OR MORE GRADES		
A. District 24	24	15%
B. District 30	22	14%
	46	29%

8. ATTENDANCE (BASED ON APPROXIMATELY 181 DAYS PER SCHOOL YEAR)		
A. Under 5 Days	23	14%
B. 5 - 10 Days	41	28%
C. 11 - 20 Days	47	29%
D. 21 - 30 Days	19	11%
E. 31 - 40 Days	16	10%
F. Over 40 Days	10	6%
G. Students Absent More Than Two Weeks of the School Year	92	58%

9. STUDENT EXPECTATIONS WITH REGARD TO THE MIDDLE COLLEGE PROGRAM*

Student responses to a question asking what they hoped to gain from the Middle College program may be divided into three principal categories: educational, vocational and social goals. The education theme was predominant. In this category, students explained that they wished to attend Middle College first, because the program led directly to college; second, because they felt it offered "a better education;" and third, because of the appeal of special features, e.g., small classes, remedial help, and curriculum. Illustrations of these variations on the educational theme may be seen in the following representative remarks:

> "That I won't be wasting time from high school to college -- I'm going to LaGuardia so I can just keep on."
>
> "The college is right next to the high school and I won't have to go to another school."
>
> "I don't know what they i.e., parents hope to gain, but I hope to gain learning ability and to do better in school."
>
> "I could learn better and keep out of trouble."
>
> "...They have some subjects there - photography I like. There's not too many kids in a class."
>
> "They feel in a sense that I need a lot of help in different classes, in subjects like math and science. If I go to the Middle College with 20 or so in a class they would have more time for me."

Career related reasons followed educational reasons in order of frequency of reply. Students felt that Middle College

* The validity of the results in this section was corroborated by analysis of the Informal Writing Sample, which yielded the same frequency of themes.

10. STUDENTS' CAREER EXPECTATION*

Students indicated the following career expectations:

A. Technical Fields	Number of Students
Computers	15
Photographer / audio visual	13
Mechanic, electrician	13
Aviation	3
Engineering	3
Electronics	2
	49
B. Health Services	
Nurse	14
Physician	5
Medical or dental assistant	4
Veterinarian	2
	25
C. Creative, Performing and Applied Arts, Sports	
Artist, musician	6
Athlete	6
Stewardess, model	2
Designer, decorator	2
	16

* As volunteered, by response frequency. Where more than one career was volunteered, each career choice was counted.

		Number of Students
D.	Teaching and Counseling	14
E.	Secretarial & office work	14
F.	Social work	7
G.	Crafts, skilled labor, construction, carpentry	4
	Truck Driving	2
		6
H.	Accounting	7
I.	Civil Service, (including uniformed services)	7
J.	Law	5
K.	Other	
	Work with children	7
	Work with hands	3
	Help people	2
		12
L.	Don't know	7

11. School - Related Problems Affecting Teenagers.

When asked about major school-related problems affecting teenagers, student responses indicated two predominant concerns. One theme was that many youths experienced academic difficulties or felt uninterested in school and school subjects. Students often used the word "bored" when expressing this theme.

A second, related theme was that relations between teachers and students were strained. Typically, students volunteered.

> "I have no problems, but I guess teacher harassment. I think teachers should have a free hand but not throw the book at you."
>
> "Having a problem with your teacher if you don't like him and he don't like you."
>
> "Teachers - they don't give you a chance to explain yourself."

A third theme, mentioned by a small but significant number of students, was problems related to drugs and alcohol. Some students mentioned that the causes of their desire for drugs were in academic frustrations and problems with the teachers, while others mentioned the consequences of drugs -- even more severe academic and disciplinary difficulties.

12. Problems in Society Affecting Teenagers

The principal problems students saw as affecting their peers were first of all, drugs, alcohol and crime, and secondly, conflicts with adults, particularly with parents. On the subject of drugs, while some replies suggested that the problem might be waning, the single answer "drugs" was nevertheless the predominant response. The remarks concerning conflicts with adults may be illustrated by the following comments:

> "Pressure from your parents - your parents want you to be something and you want to be something else."

"They (teen-agers) don't want to stay in the house the whole day -- their parents won't let them out..."

"Mostly the older generation -- they just don't understand us."

"Adults, everything you do they get on your back; they don't let you do what you want."

13. Interface Between Middle College and College Populations.

Students foresaw both educational and social benefits to themselves from interaction with the College community. In regard to the educational theme, the most outstanding comments indicated that students saw the mixed community as providing conditions conducive for learning. Repeatedly, students remarked,

"Probably learn more. I could have a conversation with college students and they could tell me things I need help with."

"Well, if I have any trouble and I make friends with them, they can try and help me - you know, school. If I'm having trouble in a certain class they're older than me and they probably know all about it."

"...you might meet college students when you're in the tenth grade and they could help you, rather than teachers helping you."

In addition to enlisting the aid of college students in their high school work, students suggested that they might learn other things from the older students, particularly what college itself was like. Characteristic responses were,

"They could tell me how it feels to be in college, if college is good for me, and all that."

"I guess, talking to them, they would tell me how it is, so I could decide whether to go on with it."

In the social sphere, students anticipated that the college milieu would help them in their own process of maturation. Typical responses were:

"I will mature faster."

"...we wouldn't get treated like elementary kids -- for example, same lunchrooms. We'd learn to cope with bigger problems. Behave like adults and not like children."

"With older people you have a sense of being older yourself, and I think with college students I would also gain by their actions and the way they talk."

"I'll get to see how they act, more mature and stuff. It'll keep me from fooling around."

"I could see how people older than me work in the school. I could learn from their example how to behave in a public place."

When asked to reflect on possible disadvantages resulting from attending a program in a college environment, students often felt that there would be few or no disadvantages. When they did express concern, it was that as the youngest, smallest, or at times least knowledgeable students, they might acquire an inferior status. Depicted statements were:

"That I am not as old as they are -- that they might put me aside."

"They might look down on me because I am younger."

"Picking on you; hittin you."

"Well, that they're older than me -- maybe they won't even bother-- say 'Just get rid of the squirt'."

"Like if you don't know the answer, they'll snap at you, they won't tell you."

14. Personal Remedial Needs.

The following table lists the frequency of mentions by students of specific areas of needs:

Area	Response Frequency
Mathematics	89
English	60
Science	43
Social Studies	25
Foreign Language	21
Gym or Art	2

STUDENTS' ESTIMATES OF THE NUMBER OF AREAS IN WHICH THEY NEED REMEDIATION

Number of Students	Number of Subjects Mentioned
2	"None"
47	1
66	2
21	3
2	"All"

It should be noted that students seem largely aware of their own limitations.

D. Planning Staff and Their Perceptions.*

1. Perception of Middle College Program

Planners' responses indicated the staff's perceptions of both the goals and the methods of the Middle College. In terms of goals, planners gave most weight to the remedial nature of the Middle College. A second and related theme was that of "salvaging" students possessing "unrealized potential", motivating them to attain higher education, and helping them to achieve a level of self-realization. Representative of the two themes were the following:

> "To cut down on the remedial help students will need when they enter the Community College. To help students find an identity...."
>
> "To determine what the critical factors are in reducing the need for remediation at the City University and to enlarge the number of students that go to higher education..."
>
> "Salvaging from oblivion those who wouldn't complete high school. In a broader sense, the Middle College may serve as a model for children to see others in similar economic conditions succeed in continuing their education."

In terms of means, planners' responses gave equal weight to small classes, interdisciplinary curriculum, individualized instruction, and the teacher-counselor innovation when explaining how Middle College would accomplish its objectives To wit: "...helping this population raise its aspirations to

*Based on personal interview with program developer, program director, assistant director and faculty resourse person.

encompass higher education through a remedial program, small class size, an involved staff, interdisciplinary approach, and utilization of college facilities."

2. Personal Goals

Planners remarks bore out the theme that the Middle College represented an opportunity for professional growth. For example: "Refinement of skills as a reading specialist,"

"Opportunity to utilize expertise....I developed of a remedial nature."

3. Perception of School - Related Problems Affecting Teenagers

Planners' remarks supported the students' and the counselors' belief that teenagers' primary concern in school was academic performance. Typical comments were: "How they are going to make it scholastically or academically," or "lack of success in a subject area".

4. Perception of Societal Problems Affecting Teenagers

No clear pattern of themes emerged in response to this question. Two responses indicated that societal concerns affected students only to the degree that they affected their home lives. Of the two other responses, one suggested that some students' involvement with a separate "subculture" exacerbated

the problem of integration into the larger society. The other response observed that students lamented the apparent meaninglessn of adult goals and values.

5. Perceptions of the Interface between Middle College and the College Populations

With regard to the potential advantages of mixing the two populations, the principal response pattern indicated that the College environment would serve to motivate Middle College studen Typical responses were: "Hopefully, College students will furnis good working models for these kids who need to see a measure of social and academic success -- kids like themselves." "It's an opportunity to have an exchange with older students....I think it will provide motivation."

With regard to potential disadvantages, planners mentioned two concerns. One was the possibility of negative peer models among the College population: "The extent to which these models are playful and hell-bent on not working." Another observation was that younger students might have some difficulty adjusting to the amount of "freedom" college life offered: "I think some students will not be able to handle the freedom," or, "....temptations in the way other students of college age are more free because their programs are different -- they can come and go as they please."

6. Perception of Student Remedial Needs

Area	Response Frequency
Mathematics	3
Reading	3
Social Studies	1
Writing	1
Everything	1

V. Summary and Assessment

The above analysis reveals the following:

1. Communication of Middle College Program to the Junior High School and High School Communities

A. Most counselors received their initial information about the Middle College from a personal representative of the program, usually the director or a staff member.

B. Students received their initial information concerning the Middle College primarily from their guidance counselor.

2. The Middle College Program's Goals and Means

A. Counselors saw Middle College predominantly as a program to "salvage" students whose potential had not yet been realized. The term "high risk" is typical of their description of students in this category. Counselors further suggested that the "individualized" nature of the program might give the Middle College a low attrition rate, and that students would enjoy the "flexible academic environment," "exposure to careers" and being "in a place called college." Parents, according to counselors, were for the most part aware of their children's difficulties and were hopeful that the program would meet the students' needs.

B. The planners' perceptions of the Middle College's goals were similar in substance to those of the counselors. They cited the program's "redeeming" nature with regard to marginal

students, as well as the Middle College's aim of motivating students to remain in formal education. Planners' responses listed remediation as the chief emphasis of program.

C. Students' response patterns tended to be favorable to the Middle College. In order of frequency of reply, students' comments mention the following desirable program aspects:

1. Middle College leads directly to college
2. The atmosphere will encourage them to learn
3. Small Classes/Remediation
4. Middle College will either teach a specific job skills or would prepare them for a better job in general.

New and positive peer influences would help them to mature.

3. Interface Between Middle College and College Populations

A. Counselors and planners responses' suggested that the interface between the Middle College and the College populations would have potential advantages as well as disadvantages. Among the advantages, the theme of potential positive peer influences was predominant. Counselors and planners favorably looked upon the fact that the Middle College students would interact with academically successful and socially adjusted older peers. Among the disadvantages, both counselors and planners cited the possibility of negative role models, academically and socially.

In addition, both groups speculated that "freedom" might be an issue for the Middle College students. Students might either desire the same freedoms as their College counterparts or they "might not be able to handle" the additional freedoms that the Middle College would in fact extend to them.

B. Students looked forward to interacting with the College community and often expressed elation about it. One student simply responded, "I guess I feel just happy about it; I feel great." Often they could not think of any possible disadvantages. The major advantage the students foresaw was better opportunities for learning, especially the prospect of academic help from the College students. In addition, students emphasized that interacting with older students would help them to mature, and consequently to gain in prestige. Conversely, the main disadvantage the interviewers cited was the possible blow to their prestige stemming from being younger and possessing less knowledge and sophistication than the College students. Few students anticipated the problem of negative role models that counselors and staff members foresaw.

4. Career Plans

Students were primarily interested in pursuing technical careers (including photography and computer oriented occupations), careers in health services (chiefly nursing), careers

in sports and arts, teaching careers, and secretarial or business careers.

5. Remedial Needs

All people interviewed -- students, planning staff and guidance counselors -- agreed that students needed extensive remedial help, and that most help was needed in English and mathematics.

6. School - Related Problems

A. Guidance counselors remarked that academic difficulties constituted the most serious problem affecting students in school, while social problems -- peer relations -- were second.

B. The planning staff agreed that low academic achievement was the most serious problem facing students in school.

C. Students themselves mentioned academic difficulties, inability to achieve rapport with teachers, and boredom and impatience with school in general as the overriding school-related problems. A significant minority mentioned disciplinary problems in general, and drugs and alcohol in particular, as other concerns.

7. Societal Problems

A. Guidance counselors saw relations with their families as the most important problem affecting teenagers outside the school. Family problems were seen to revolve around issues of strictness and freedom, parental conservatism and adolescent rebellion.

B. The planning staff indicated that teen-agers were affected by social problems only vicariously, as they affected parents. Economic problems (unemployment) and moral problems (spiritual meaninglessness) were seen as adding to the generational clash.

C. Students, in contrast to guidance counselors and staff, mentioned problems related to drugs and alcohol, crime and delinquency, more often than any other set of social problems. The generational clash, however, also emerged as a major non-school concern of teen-agers.

VI. Discussion

Our research discussion places the Middle College program in the context of broader issues facing society. The Middle College research findings may contribute to the literature on the transition of youth to adulthood, a subject of notable interest to scholars and to society in general.*

A second potential contribution of the Middle College research lies in the area of decision-making, particularly with regard to career choices. As social scientists explore extensively the influence of the individual's work on his self-fulfillment, attention is increasingly focused on the role formal education may play in aiding in the selection of a career.**

A third issue to which the Middle College experience may be relevant is whether or not our public school enterprise may maintain or upgrade its quality education while at the same time sponsor diverse educational approaches. The identification of various learning styles among students has challenged our school

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* S.N.Eisenstadt, From Generation to Generation (Glencoe: Free Press,1958) Kenneth Keniston, Youth and Dissent (New York: Harcourt, Brace,Jovanovic 1971); George Pettit,Prisoners of Culture (New York: Charles Scribners' Sons,1970); Erik Erikson, Childhood and Society (New York: W.W.Norton and Co.,1958); Phillippe Aries, Centuries of Childhood:A Social History of Family Life (New York:A.A.Knopf, 1962), and James S. Coleman et al Youth Transition to Adulthood (Chicago:University of Chicago Press,1974)

** See Thomas F. Green, Work, Leisure and the American Schools(New York: Random House,1968);B. Frank Brown, ed., The Reform of Secondary Education, National Commission for The Reform of Secondary Education (New York: McGraw-Hill,1973).

system to develop programs suitable to these respective styles without sacrificing excellence. The Middle College, together with the other Board of Education sponsored programs, faces this challenge.

A fourth noteworthy point is the Middle College's potential contribution to the issue of the effectiveness of schooling in general.* National and international studies are currently debating the merits of schools with regard to such issues as future earning capacity and social mobility. Nevertheless, both critics and advocates of schooling alike generally agree that whatever the school's effectiveness in these respects, the education process itself plays an important role in the intellectual and social development of the individual. In this light scholars recommend that school should be a personally enriching experience. Several aspects of the Middle College approach, including the house system, the teacher-counselor role, the remedial emphasis and the career orientation appear to have potential worth to the growth of the individual.

* For a discussion of this issue see James S. Coleman et al, Equality of Educational Opportunity (Washington: U.S. Government Printing Office, 1966); Christopher Jencks et al. Inequality (New York: Harper and Row 1972); International Education Association. International Studies in Education Series (New York: John Wiley and Sons, 1967-73).

APPENDICES

APPENDIX A - CODING DATA: FREQUENCY OF THEMES

1. Recruitment Process

A. Whom did Middle College want to recruit?
B. What was the procedure?
C. What was the prime source of information?

Planning staff:
(2) - Newspaper advertisement
(2) - Dr. Peltz

Guidance counselors:
(5) - District meeting with Dr. Peltz and Mrs. Poteat
(2) - Newspapers - Only sketchy information, i.e. parents had read it in Long Island Press. Primary source still mentioned as meeting.
(1) - Colleagues - "indirectly through other counselors"
(1) - Middle College staff - "Mrs. Poteat called."

Students:
(78) - Guidance counselors - either mentioned by name or simply "guidance counselor"
(26) - Middle College staff ("when a lady came to the school")
(18) - Peers and relatives (including parents)
(9) - Written communication
(9) - Auditorium, meeting or assembly
(5) - Teacher
(6) - "In school" - not specified.

D. Guidance counselors' perception of the target population (Questions #3, 4, 6.)

(4) - Children with potential who need to be motivated to perform up to ability.
(3) - Low self image; rejected by society, unable to perform in traditional setting.
(2) - Motivation
(1) - Economically deprived
(1) - Dynamic kids.
(3) - Children who do well in traditional setting would <u>not</u> benefit
(5) - Those with below par potential would not benefit

II Guidance Counselors Attitudes (Question #7)

A. Expectations with regard to Middle College program:
- (3) - Retention
- (4) - Salvaging those not well served by traditional programs
- (1) - Stimulating interest in college
- (1) - Remediation
- (3) - Individualized instruction
- (1) - College (adult) atmosphere

B. Views about students' perspectives with regard to Middle College (Question #8)
- (3) - Flexibility of instruction-shaped by students' needs and interests; individual attention
- (3) - Exposure to work
- (3) - Exposure to college
- (2) - New chance: fresh start
- (2) - Status, self image
- (1) - Remediation
- (1) - Less Structure - more freedom

C. Views about parents' perspectives with regard to Middle College (Question #9)
- (5) - Enthusiasm, hopefulness, excitement, receptiveness
- (1) - Retention
- (1) - Children's motivation
- (1) - "Salvation for kids"
- (1) - Remediation

D. School-related problems affecting children (Question #11)
- (4) - Coping with academic environment: frustration of not coping
- (1) - Rebelliousness and the generation gap
- (1) - Balance between freedom and responsibility
- (1) - Moral anomie
- (5) - Acceptance by peers; ego development; self image

E. Social problems affecting students (Question #12)
- (1) - Demise of moral values
- (2) - Drugs
- (1) - Drinking
- (3) - Peer acceptance
- (4) - Parental strictness and "hang-ups"; family relations
- (2) - Alienation from socially sanctioned goals and values

F. Community problems affecting students (Question #13)

(2) - Community perceived as stable, working class, family-oriented
(1) - Community perceived as having a weak family structure and social disorganization
(2) - Immigrant parents - Second generation experience
(1) - Poverty
(3) - F mily conservatism
(1) - Aspirational level too low

G. Perceptions of interface with college students (Question #14,15)

(1) - Exposure to college would arouse int rest in and motivation for college
(4) - Positive role models
(3) - Negative role models
(1) - Exposure to careers
(1) - Ego - debunking effect of being youngest
(1) - Immaturity of Middle College students
(3) - Exposure to too much freedom
(1) - Lack of gym and tem facilities
(2) - Counseling can solve the problems
(4) - Chance to achieve success
(3) - No disadvantages

III Students and Their Attitudes

A. Family Size

Fifty percent come from families of four or more children.

25% - 1, 2 children
25% - 3 children
20% - 4 children
10% - 5 children
20% - 6 children or more

B. Birth order

25% - oldest child or only child
45% - middle child
30% - youngest child

C. Mother language

12% - Spanish-speaking
1% - Italian-speaking
2% - Greek-speaking
1% - Other

Language spoken at home

16% Spanish
7% Italian
2% Greek
1% Other

D. Expectations with regard to the Middle College

1. Educational (115)
   (8) - Retention - stay in school
   (31) - Go to college
   (11) - Content of education: more interesting subject matter
   (11) - Content of education: remedial help
   (15) - Structure: small classes, individual attention
   (23) - Learn better
   (16) - Good education

2. Career (50)
   (5) - Better opportunities - unspecified: become "something" in life
   (9) - Learn a profession (after Middle College)
   (17) - Learn a trade (in Middle College), something that LaGuardia "can give me directly"
   (4) - Exposure to work world
   (15) - Qualify for a better job in general

3. Social (15)
   (3) - More enjoyable atmosphere
   (7) - Get away from bad peer influences
   (5) - Positive influence of older students

4. Parents or guidance counselor decided (22)

5. Other alternatives are horrible or nonexistent (9)

6. Convenience (5)

E. Career Expectations

1. Medical (25)
   (4) - Doctor, including specialist
   (2) - Veternarian, work with animals
   (14) - Nurse
   (4) - Medical or dental assistant
   (1) - Occupational therapy

2. Teacher, counselor (14)

3. Social work (7)

4. Secretary, office work (14)

5. Creative, performing and applied arts and sports (16)
   (6) - Athlete
   (6) - Artist, musician
   (2) - Stewardess, model
   (2) - Designer, decorator

6. Technological (62)
   (15) - Computers
   (3) - Airplane pilot
   (18) - Photography, audio-visual aids
   (2) - Electronics, technical skills
   (11) - Engineering
   (13) - Mechanics, electricity, automotive skills

7. Crafts, skilled labor (8)
   (4) - Construction, carpentry
   (2) - Truck driving
   (2) - Hair dressing

8. Accounting (7)

9. Civil Service (7)

10. Own business (2)

11. Law (5)

12. General (23)
    Work with animals (11)
    Work with children (7)
    Help people (2)
    Work with hands (3)

13. Other (6)

14. Don't know (7)

F. Perceptions of school-related problems
   (46) - Academic difficulties, irrelevancy, boredom, truancy
   (10) - Having the wrong attitudes about school and work (Students)
   (45) - The teachers -- communicating with them
   (16) - Disciplinary trouble
   (8) - Social (peer) acceptance
   (19) - Drugs
   (2) - Large classes
   (1) - Getting up early
   (17) - Freedom and restrictions
   (1) - Racial and gang wars
   (4) - Don't know, none

G. Perceptions of social problems

(15) - Crime, vandalism and their consequences: being associated with it, being victimized by it
(49) - Drugs, alcohol
(38) - Family and adults: lack of communication, freedom and rebellion
(15) - Friends; lack of recreation facilities; plain old growing up; hang-ups; acne; bad friends
(7) - School
(8) - Unemployment
(8) - Politics, polution, discrimination, poverty
(20) - Don't know, none, reluctance to respond

H. Views towards interface with College

(45) - Learn better; college student could help academically and otherwise
(18) - Exposure to idea of college
(10) - College materials and teaching
(58) - More mature; behave better
(4) - Just happy about it; status
(12) - No advantages, or volunteered disadvantages
(14) - Don't know
(44) - Inferior status of being youngest; being snubbed; social disadvantages
(14) - Bad kids
(2) - Envy of their freedom and privileges
(5) - No gym
(5) - Inconvenience
(69) - No disadvantages; don't know, volunteered advantages

I. Views on remedial needs

(60) - English
(89) - Math
(43) - Science
(25) - Social Studies
(21) - Foreign Language
(2) - Gym, Art

(47) - One subject mentioned
(66) - Two subjects mentioned
(21) - Three subjects mentioned
(3) - Four subjects mentioned
(2) - "All"
(2) - "None"

IV. Planning Staff's Attitudes

A. Perception of goals of Middle College program
- (3) - Remediation; isolate factors in remediation
- (2) - Raising aspirations for college; successful role models
- (2) - Self-realization andidentity
- (2) - Salvaging losers, identifying population with unrealized potential
- (1) - Career exploration
- (1) - Small classes
- (1) - Interdisciplinary instruction
- (1) - Awareness unit
- (1) - Individualized instruction
- (1) - Teacher-counselor role

B. Personal goals
- (2) - Professional growth
- (2) - Personal growth

C. Views on students perspectives toward the Middle College
- (1) - Control over environment
- (1) - Intimacy with staff
- (2) - Being on college campus
- (2) - Contact with college people
- (1) - Career education

D. School problems affecting students
- (4) - Academic achievement
- (1) - Social acceptance
- (1) - Continuity between school and life

E. Social problems affecting students
- (1) - Home problems; unemployment
- (1) - Adults' sense of meaningless and spiritual decay
- (1) - Adult problems - unspecified
- (1) - Student subculture and lack of integration into larger society
- (1) - Not affected by issues of morality and freedom

F. Interface with college students
- (2) - Positive peer models
- (3) - Negative peer models
- (2) - Exposure to college
- (1) - Resources
- (1) - Positive self image
- (2) - Too much freedom
- (1) - Sexual tensions
- (1) - Being swallowed up in large groups
- (3) - College's perception of Middle College unformed yet

G. Views on students remedial needs

(3) - Reading
(3) - Mathematics
(1) - Social Studies
(1) - Writing
(1) - Everything

APPENDIX C -- RESEARCH INSTRUMENTS

I - Interview Guide - High School Guidance Counselors

Explanation: The following questions are designed to elicit information which may help Middle College faculty and staff in developing their educational program.

Date:
Time:
Name of high school and initials of guidance counselor:

1. How did you first hear about the Middle College?
2. What do you see as the Middle College's goals or objectives?
3. In your opinion, what type of student would profit from the Middle College program as you understand it?
4. Who would not profit?
5. Of those who might profit, how does the Middle College compare with other immediate options available to them?
6. Does your school have a significant group of students who may profit from the Middle College but will not likely make the effort to apply? If so, could you kindly mention some of the reasons why they may not make the effort?
7. In your opinion, what do you think will be the most interesting aspect of the Middle College program from the student's point of view?
8. How do you think parents will react to their child's participation in the program?
9. How would you describe your personal feelings toward the Middle College as an innovative program?
10. What school-related problem or problems do you think teen-agers regard as major ones?
11. What problem(s) in society do you think most affect teen-agers?
12. What advantages do you think will accrue to students by attending classes in the same building as college students?
13. What disadvantages?

II - Interview Guide - Middle College Staff

Date:
Time:
Place:

1. How were you recruited?
2. What was your previous job?
3. What do you see as the Middle College's goals or objectives?
4. Who formulated those goals?
5. What, if any, personal goals do you have in this venture?
6. How do you view your role in the Middle College?
7. At this point, what person or body bears ultimate responsibility for the decisions for the Middle College?
8. What opinion, if any, do you think college-wide community holds of the Middle College?
9. What do you think will be the most interesting aspect of the program from the student's point of view?
10. What type of career aspirations do you perceive the Middle College students as having?
11. Has the matter of educational material and teaching techniques been discussed as of yet?
12. If so, what particular approaches may be tried in order to enhance students' motivation to learn?
13. What school-related problem or problems do you think teenagers regard as major one(s)?
14. What problem(s) in society do you think most affect teenagers?
15. What advantages do you think Middle College students will have by being in the same building with college students?
16. Any disadvantages?
17. In which subjects do you think Middle College students will be in most need of help?
18. What type of background do you think a person should possess in order to be a successful teacher-in-counselor in the Middle College?

III - Interview Guide - Students

1. Name
   Date
   School
2. I know you already answered this question in your writing sample, but could you tell us again in your own words what you and your parents hope to gain from the Middle College?
3. Age on last birthday.
4. How many children are there in your family?
   Are you the oldest, youngest, or one of the middle children?
5. Did you learn another language before you learned English?
   Is there another language other than English spoken at home?
   Which?
6. How did you first hear about the Middle College?
7. What type of work would you like to do as an adult?
8. What training do you think you'll need to do that work as an adult?
9. How would you handle a situation in a classroom if you were bored by the material and the presentation?
10. What problem in school do you think most affects teenagers?
11. What problems in society do you think most affect teenagers?
12. What advantages do you think you will have by being in the same building with college students?
13. What disadvantages are there?
14. In which subjects are you most in need of help?

UNIVERSITY OF CALIF.
LOS ANGELES
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CLEARINGHOUSE FOR
JUNIOR COLLEGES

A COMPARISON OF MAJOR THEMES MENTIONED BY STUDENTS, COUNSELORS AND MIDDLE COLLEGE PLANNERS*

	Communication	Program Goals	Program Means	Perceptions Aspects of Middle College Attractive to Students	School-Related Problems	Societal Problems	Interface Between High School and College	
Counselors	From Middle College representative	1. "Salvaging" potential high school dropouts 2. Retention in college	Individualized program	="flexible academic environment" ="exposure to careers" ="being in a college atmosphere"	1. Coping with academic problems and frustrations 2. Coping with social problems	Family relations: 1. Restriction on freedom 2. Limited career aspirations	Advantages: 1. Positive role models 2. Retention in school Disadvantages: 1. Negative role models 2. Too much freedom	1. Math 2. English
Students	From guidance counselor	1. Going to college 2. Better education, remedial help 3. Career training 4. Maturation	1. Small classes 2. Exposure to older students	1. Articulation with college 2. Better education 3. Small classes & remedial help 4. Career training 5. Positive peer influences	1. Academic difficulties 2. Strained relations with teachers 3. Drugs and alcohol	1. Drugs, alcohol and crime 2. Conflict with adults (e.g., "parental pressures	Advantages: 1. Better learning opportunities including help from college students 2. Learning about college, e.g., "how it feels" 3. Help in maturation process: "I will mature faster" Disadvantages: The inferior status of being smallest & least knowledgeable; "being picked on"	1. Math 2. English 3. Science 4. Social Studies 5. Foreign languag
Planners	Through New York Times ad, and from program director	1. Remediation &"Salvaging" 2. Motivation for success	=Individualized program =Interdisciplinary curriculum =Small classes	1. Remediation & "salvaging" 2. Motivation for success 3. Self-realization	Academic difficulites	1. Family problems =Adolescent sub-culture =Spiritual meaningfulness	Advantages: Positive role models Disadvantages: 1. Negative role models 2. Too much freedom	. Math . English